



MELJOL ANNUAL REPORT- 2016/2017.

NAME OF PROJECT: - Aflatoun Social and Financial Education Programme.

DURATION: - 1ST April-2016 TO 31ST March-2017.

TEAM MEMBERS: - 1) Mr. Suresh Valunj. (Educators.)

2) Mr. Bhima Shankar Solankar. (Educators.)

3) Miss. Tejeshwini Pimpalkar. (Educators.)

4) Mr. Rajesh Kamble. (Coordinator.)

INTRODUCTION: - Meljol (Mumbai) and New-Vision (pune) are both NGOs are working for child rights in same line across cities that are why they come together for this project, before starting this project MOU and several discussion happened between both authorities and legal formalities have been done by both NGOs.

This project runs in 100 government schools across pune city. After completion of legal formality Meljol (Mumbai) Share all project information through mail and organized capacity Building Training workshop for all partners, through this training all co-ordinators and Facilitators are trained and go to their district to implementing this project in 100 government schools with the help of Meljol Mumbai teams. This project is from Jan-16 to Dec-16, the timeline, deadline and targets achievements stated by Meljol NGO, for that Supportive team and documents are provided us by meljol.

This project targets is to reach out 100 government schools with the outreach number of children is 12400, for that they divided in 20 primary schools comes under Aflatoun project and 80 secondary schools comes under Aflateen project.

This year we were successfully run this project. This project specify Budgeted and non- Budgeted activities, Non- Budgeted activity focus more on regular sessions which was printing Book and specific five component which has been covered in that.

AFLATOUN AND AFLATEEN BUDGETED ACTIVITIES:- During year 2016-17 in Aflatoun and Aflateen project Following Budgeted activities we were successfully run by New-vision that are Followed-

TTW for Aflatoun & Aflateen Teachers, (Teachers Training workshop)-

During the year 2016-17 New Vision and Meljol Mumbai organised capacity building training for Aflatoun and Aflateen Teachers Total 100



teachers were participated in this training, idea behind this training is this teacher are the key person in that specific school so he should understand the concept of project and his responsibility towards Aflatoun and Aflateen project. All teachers are taken active part in that training also after training they were enthusiastically taken part in Aflatoun and Aflateen project. The object behind this training is to understand the concept of Aflatoun project and these teachers will take initiative to implementing this project to their school with the help of New Vision Educators.

Lab Session Activity: - During the year 2016-17 new vision and Meljol Mumbai organised seven lab sessions for Aflateen project. In Aflateen project 8th STD and 9th STD school children covered in those lab sessions. Total 15 schools were identify for this session and each school 2 children are taken part in that sessions its means 30 children were taken part in per sessions and this children are same for all seven sessions. Idea behind this lab sessions children can understand the concept of entrepreneurship and how we were develop the entrepreneurship skills

among us, and what ideas comes through children about entrepreneurship.

Entrepreneurship Lab:

MelJol and New- vision intends to initiate an enterprise skills development programme through promoting Entrepreneurship Lab in the Secondary schools. The learning would be introduced through Aflateen programme. The programme is tailored for the children from the adolescent age, who are keen to know more about themselves and about their future. Aflateen programme is



a progression of the Flagship Aflatoun.

Aflateen Program takes the child through a process that starts from self exploration and culminates where the child starts relating to the outer world. The

journey is of understanding of what child can claim as rights, what knowledge & skills exist within and what one must learn to be actively contributing citizen. Aflateen has a strong component of social and financial enterprise, which encourages children to take initiative, learn and develop their skills in a way that meets their needs. It enhances the life skills and the skills required for the work environment around them.

The concept behind the Entrepreneurship Lab is to provide opportunities for these young learners thinking critically and acting in an enterprising ways. It also has a clear focus on core and employability skills, and the ability to transfer them to different contexts in the different work surrounding. Our world is full of variety of professions where people apply their skills to contribute for self and nation's growth. Every profession must have a respect and dignity in society. Some people have managing, professional or some administrative skills. These people sit in the office, in cubicles or other administrative settings. This work is known as white collar jobs in the employment industry. Some people work hard

and do the manual labour in many sites or locations. This kind of work is known as blue collar job. In some places, people do the work related to customer interaction, entertainment, sales or other service oriented work. This work is known as pink collar work in the employment industry.

Entrepreneurship Lab is conceived to be a place where the child feels at home to gain knowledge, also garner and practice some of the skills to nurture the entrepreneurial streak that child must have found while participating in the Aflateen Program. In real life, it is not possible for every person to become a smart entrepreneur, as it contains lot of hardship, risk factors and patience etc. But MeJol believes that if certain skills are provided to the children and a positive approach is developed towards an enterprise; some children ignited children might take up this option as their life career.

Objectives of running Entrepreneurship Lab:

-  To provide focus on core social and financial entrepreneurship values to transfer them to different contexts and apply them in their lives
-  To provide a gamut of social and financial planning processes along with the budgeting skills for the young learners.
-  To provide entrepreneurship experiences by promoting various social and financial initiatives for them
-  To make young children aware of different life chances and life choices to help them become successful learners, confident individuals, responsible citizens and effective contributors to society

New- vision successfully conducted seven lab sessions in the year of 2016-17. Throughout this sessions children can learn the concept of entrepreneurship and most of ideas comes out through the children who was we were Display in Exhibition.

End of the year we were organised Entrepreneurship Exhibition for this younger entrepreneurs in that children who was were Display their model enterprise through practically as well as on chart paper. Most of schools were taken part and present their enterprises stall successfully in front of other school children and teachers, all school children share their enterprises information toward other school children and teachers, all

children got platform to present their ideas in front of all schools and teachers.

Launching Events: -

During the year of 2016-17 New- vision and Meljol Mumbai organised Launching events for all Aflateen school project. Launching means



inauguration program of the project. Each of Aflateen schools before starting this project we were organised the launching events. In that events we were explain concept of the Aflatoun and Aflateen project with differently, and to understanding of school environments, and Teachers and Children participation. This year New- vision and Meljol Mumbai successfully conducted eighty (80) launching events in Aflateen schools across pune city.

Enterprise visit and Exposure visits: - During the year 2016-17 New-Vision and Meljol Mumbai plan Enterprise visit for Aflateen school project. Idea behind this visit to practically understand the concept of Enterprises, what types of Enterprises located in our cities, and interaction between children and owner this objects keeps in mind to plan this visits. This year we were successfully conducted 16 school visits in Different Enterprise across pune cities like Bakeries, Stalls and different types of shops. All children are happy to visit these enterprises.

During the year 2016-17 New- vision and Meljol Mumbai organised two Exposure visit from selected twenty four (24) Aflateen schools children are participated this exposure visits from the Aflateen project. Basically idea behind this to practically understand the concept of Entrepreneurships and vocational preparedness so we were conduct the visit at Kamshet Raikar Farm, through this visits children were happy to visit this places.

Cluster level camp:- During the year 2016-17 New-vision and Meljol Mumbai organised the one cluster level camp for selected Aflatoun schools. Ten schools were identifying to conduct cluster level camp. Each



of schools three to five children with the respective teachers are participate this cluster level camp activity. Purpose of this activity is to devise a systematic process to conduct cluster level camp for children and ensure efficacy of Aflatoun social and financial

education programme. In cluster level camp each of school will present their presentation in fort of others school participant. In that presentation they share their ideas which will learn during the Aflatoun social and financial education programme. Interaction between children to children goes smoothly during this cluster level camp.

During the year 2016-17 we were also successfully conducted community cluster level camps in three communities across pune cities. That communities name is 1) Antule nagar community (Leprosy colony) located at Kondhwa 2) Viman Nagar community located in Viman nagar and 3) Indira wasti community located in Audh. In that three communities we were appromixetly covered 150 children in that cluster level camps. All children are very happily participated this cluster level camps.

Aflatoun Clubs and Aflatoun Bank: - During the year 2016-17 New- vision and Meljol organised Aflatoun social and financial education programme for 100 government schools. In this year new vision successfully formed 100 Aflatoun clubs, each of club around 30 to 40 club members have been part of Aflatoun club and three of signatory members such as president, secretary and treasures, they have specific role and responsibility towards Aflatoun clubs such as treasures can minted account keeping register, secretary can minted other register and president can control the club smoothly conduct the regular meeting with Aflatoun club also discussed social issue with club members. This year New- vision successfully formed 80 clubs in Aflateen schools and formed 20 clubs in Aflatoun schools.

During the year 2016-17 Aflatoun Bank were not started in Aflatoun and Aflateen schools due to less timeframe of Budgeted activities and we

were complete it in timeframe so we were not completed Formation of Aflatoun Bank in Aflatoun and Aflateen schools. But we were linkages Bank to School for Account opening process.

Following Table shown us the Targets Deliverables and New- Vision Achievements During the year 2016-17 in the project of Aflatoun social and financial education.

Annexure-A -

Deliverables: - 2016-17.

Aflatoun social and financial Education.

Sr.No		Aflateen Targets	Achieve	Aflatoun Targets	Achieve
1	# of Schools	80	80	20	20
2	# of Outreach Children	9600	11763	2800	5700
3	# of Teachers	80	80	20	20
4	#TTW	2	2	1	1
5	#Aflatoun Clubs	80	80	20	20
6	# Aflatoun Bank	56	00	14	00
7	# social Entrepreneurships	60	65	15	20
8	# Enterprises visit	8	16	4	8
9	# Cluster level Camps	NA	NA	10	10 +3=13 *3 in community
10	# school visits	80	80	20	20
11	# children learn	7680		2240	
12	# initiate saving in formal Bank	56	20	14	10
13	# saving money	4800	00	1400	00
14	# demonstrate financial knowledge & skills	4800	3200	1400	800
15	# performing transaction	180	00	53	00

16	# youth demonstrate Entrepreneurship	1440	150	NA	NA
17	# launching Events	80	80	NA	NA
18	# Teachers appreciations	NA	80	20	20

Annexure-B-

A) Aflatoun and Aflateen TTW:-

Teachers Training Workshop	Aflatoun	Aflateen
Number of TTW's conducted during the year	3	9
No of schools from where teachers have participated in the TTWs during the year	20	80
Total number of teachers participated in TTW during the year	20	80
Number of Male Teachers participated in TTW during the year	7	39
Number of Female Teachers participated in TTW during the year	13	41
Total number of new Teachers that were introduced in TTW for the first time during the year	20	80
Number of new male teachers participated in TTW for the first time during the year	7	39
Number of new Female teachers participated in TTW for the first time during the year	13	41

B) Aflatoun Clubs:-

Aflatoun Club & it's Activities	Aflatoun	Aflateen
How many schools with Aflatoun club during this year	20	80
How many Clubs opened in schools (one school can have more than one club)	20	80

Cumulative number of schools that have opened Aflatoun club by this month(Cumulative of last month + this month)	20	0
Cumulative number of Clubs opened in schools (one school can have more than one club)	6	0
How many schools that carried out social entrepreneurship activities during this year	20	65
Cumulative Number of Social Entrepreneurships activities started in Schools (as one school may have more than 1 activities)	20	63
Total Number of children that are participated in social entrepreneurship activities during this year	4200	2460
Total cumulative number of children that are participated in social entrepreneurship activities by this year	0	2440
Number of social entrepreneurship activities by individual started in this year	0	0
Number of social entrepreneurship activities by Group started in this year	0	60
How many schools that started financial entrepreneurship activities during this year	16	46
Cumulative Number of financial Entrepreneurships activities started in Schools (as one school may have more than 1 activities)	6	46
Total Number of children that have participated in financial entrepreneurship activities during this year	78	510
Total cumulative number of children that have participated in financial entrepreneurship activities	78	510
Number of financial entrepreneurship activities by individual started in this year	0	22
Number of financial entrepreneurship activities by Group started in this year	6	24
Cumulative amount generated by group from financial enterpruship activities in the schools by this year	6	40

C) Savings:-

Savings	Aflateen	Aflatoun
Out of total number of schools under the project, how many schools have Aflatoun banks operational during this year	0	0
Number of children who are account holder in school Aflatoun bank by this year	0	0
Number of Boy children that save in Aflatoun bank by this year	0	0
Number of Girl children that save in Aflatoun bank by this year	0	0
Amount of money that is been saved in Aflatoun bank in schools by this year	0	0
Number of Schools who have opened formal bank accounts in the name of school to deposit their Aflatoun bank savings by this year	30	16
Total Number of Children who have opened Formal bank accounts by this year	1896	565
Number of boy children who have opened formal bank account by this year	0	0
Number of girl children who have opened formal bank account by this year	0	0
Number of schools where children are performing banking transactions in formal bank accounts by this year	30	16
Number of schools where children are performing banking transactions in aflatoun bank accounts by this year	0	0
Total number of children who children are performing banking transactions in Formal bank accounts by this year	1896	565
Total of children who children are performing banking transactions in Aflatoun bank accounts by this year	0	0
Number of parents opened RD accounts by this year	0	0

D) Lab Sessions:-

Lab Sessions	Aflateen
Number of Lab Sessions conducted during this year	7

Number of Children participated in Lab Sessions during this year	148
Number of Boy Children participated in Lab Sessions during this year	74
Number of Girl Children participated in Lab Sessions during this year	74
Number of Teachers participated in Lab Sessions during this year	22

E) Community Intervention:-

Community/ Villages Intervention (Session conducted while schools were closed in Summer season)	Communities
Number of Community sessions conducted during this Year	4
Number of Children participated in Community sessions during this year	59
Number of Boy Children participated in Community sessions during this year	30
Number of Girl Children participated in Community sessions during this year	29

F) Launching Event:-

Launching Event	Aflateen
Number of Launching Event conducted during this year	80

Number of Children participated in Launching Event conducted during this year	6790
Number of Boy Children participated in Launching Event during this year	3377
Number of Girl Children participated in Launching Event during this year	3413
Number of Teachers participated in Launching Event during this year	225
Number of SMC Members participated in Launching Event during this Year	23

G) Bank/Post/Enterprises Visit:-

Bank/Post/Enterprise Visit	Aflateen
Number of Bank/post Enterprise visit done during the year	16
Number of Bank/post Enterprise visit done by the year	7
Number of schools participated in Bank/ Post/ Enterprise visit during the year	36
Number of schools participated in Bank/ Post /Enterprise visit by the year	36
Number of teachers from different schools were participated in Bank/ Post Enterprise visit during the year	36

Number of teachers from different schools were participated in Bank/ Post/ Enterprise visit by the year	36
Number of Children participated in Bank/ Post/ Enterprise visit during the year	140
Number of Children participated in Bank/ Post /Enterprise visit by the year.	140

H) Cluster Level camp:-

	Aflatoun school	Aflatoun communities
Cluster Level Camp		
Number of Cluster level camps organized across project area during the year	1	3
Number of schools that have participated in Cluster level camps across project area during the year	7	0
Number of Children that have participated in Cluster level camp across project area during the year	35	150
Cumulative number of children that have participated in Cluster level camp across project area by the year	35	150
Number of boy Children participated in Cluster level Camps across project area during the year	15	60
Cumulative of boy Children participated in Cluster level Camps across project area by this year	15	60
Number of girl Children participated in Cluster level Camps across project area during this year	20	90
Cumulative of girl Children participated in Cluster level Camps across project area by this year	20	90
Number of Teachers that have Participated in Cluster level camps accompanying children across project area during this year	3	0

CONCLUSION:-

During the year 2016, new vision implemented Social and Financial Education programme across pune city within 100 schools with 5th to 8th STD students.

Impact of this program is that are Follows.

- Children can understand and learn the concept of five components.
- Children initiated to save money in their bank.
- Children can understand and learn the concept of entrepreneurship
- Children can aware about skills of entrepreneurs.
- Through Exposure visits and Trainings children can build their capacity and think positively towards entrepreneurship.
- Children can learn and understand the concept of child rights and responsibility.
- Children can learn the group work (Team Building), within that why? How? Where its work.
- Children can learn the stage daring, confidence, presentation skill and critical thinking towards different type of topics.
- Teachers can learn and understand the programme of social and financial education.
- Children can learn and understand the participation, ideas of Entrepreneurships and how it's exhibited in school level.
- Children can learn social responsibility through different types of activities which was carried by themselves within aflatoun groups.
- School principal, Teachers and Children can demand us that this project will continue for next year.
- In communities children can learn and understand five components.
- In communities children got platform to present their skills, ideas through community camp activity.

Projects Summarized in this report

- Opening Educational Pathways for Migrant Children
- Financials

New Vision is an organization formed by people with diverse political, religious and cultural backgrounds who have come together with the aim of creating spaces where vulnerable children in India can count on the affection, care, protection, safety and opportunities of participation that will enable them to develop vitality and the capacity to be happy, elements we judge innate in all human beings.

Project- Opening educational pathways for migrant children

Construction workers are a large conglomerate formed by people who migrate from rural areas of the poorest states in India and continually move from one construction site to another in search of work. Work availability can go from six months to three years. Due to their transitory lifestyle, they have no access to basic facilities and because of their almost constant mobility, enrolling their children in school is almost impossible. In consequence, children at construction sites play with debris and dangerous construction material, spend their free time in unsafe areas, contract diseases, get hurt constantly and often begin working at a young age.



In 2016-2017, we continued working with Day Care Centers, in collaboration with same Builders such as Nyati, Bramha, and Raja Bahadur Ltd. In the year under review we also opened two more centers that is with builders like Ideal in Undri and Aaple ghar in Chakan, however the Chakan site was opened in February and was closed in March as there was a strike by the labours for non-payment of dues. The site of Raja Bahadur also closed in May 2016, due to completion of the project. Another site was opened in Dhanorie with

Pride builders called Pride Aashiyana in March 2017, so the total sites we currently run is 4 sites. The intention is to continue opening more Centers like these in the following execution periods, we plan to open 5 more centers in the next year.

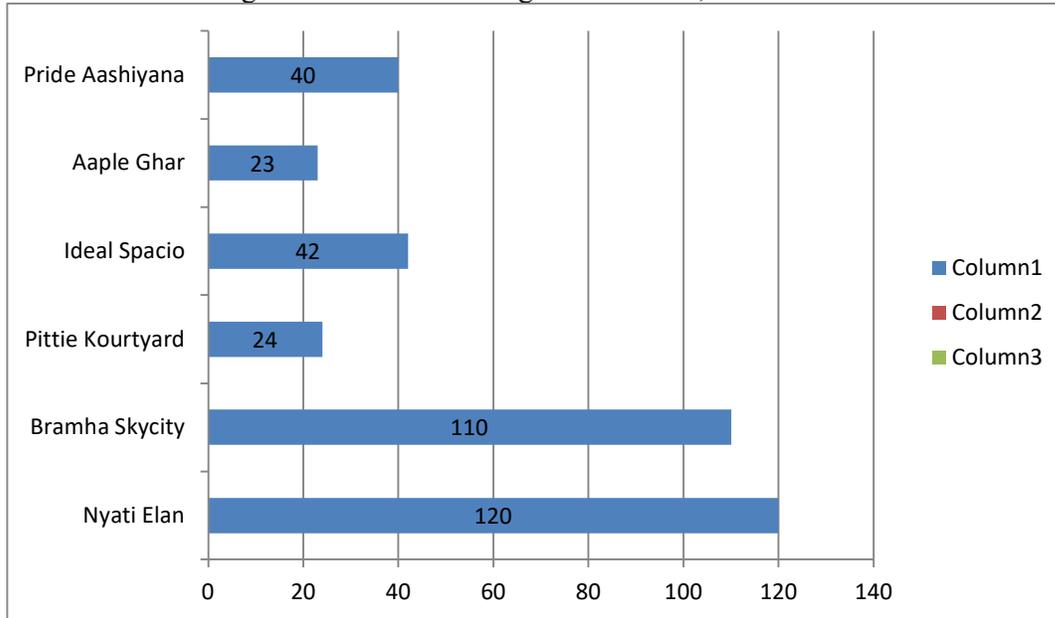
Our Day Care Centers/Crèches offer protection and opportunities for education to these children right in the areas where they live, acting as a bridge to traditional education, providing them with healthy childhood experiences and promoting their parents’ participation in their education. The educational program also operates as Day Care Centers, where healthcare (checkups and curative treatments) and Nutriron (as per their development needs) are provided, all in safe and child-friendly environments. Children from the age of 0 to 16 years are catered to in these Centers. Children of school-going age are often mainstreamed into regular school, as we believe that all children should be schooled.

Project Overview:

The total number of children covered this year in all the three centers is:

SR.NO	SITE NAME	LOCATION	NO.OF CHILDREN
1.	Nyati Elan	Wagholi	120
2.	Bramha Skycity	Dhanorie	110
3.	Pittie Kourtyard	Kharadi	24
4.	Ideal Spacio	Undri	42
5.	Aaple Ghar	Chakan	23
6	Pride Aashiyana	Dhanorie	40
		Total	359

This is annual average calculation according to attendance, which varies from month to month



1. EDUCATION:

The number of children varies every day, due to their migration nature, they are never constant at one place of work and keep moving from one site to other based on their skill and contractor. This makes it difficult for a child to settle in one place and hence his schooling is hampered, even if the child has been admitted in a regular school there is no guarantee S/he will continue for a longer period in the same school.

1.1 Curriculum/ support class evaluation

In this activity a date is fixed towards the end of every month where the teachers evaluate the curriculum taught to the children in that month. The support class lessons are also evaluated by the teachers, Cluster Supervisor and Social Worker. In the evaluation they will assess the teaching materials that were used for the children in that month, and then to improvise on the methods of teaching and curriculum materials.

1.2. Creche: Children in the 0-3 age group are looked after by us at the center, while their mothers go to work, they are allowed at the centre to feed the child as and when required, however there are not activity that can be done with such small children, but smaller activities like hand stimulation etc are conducted by our teachers, a full time helper is appointed to look after the children.

1.3. ECCD Assessment

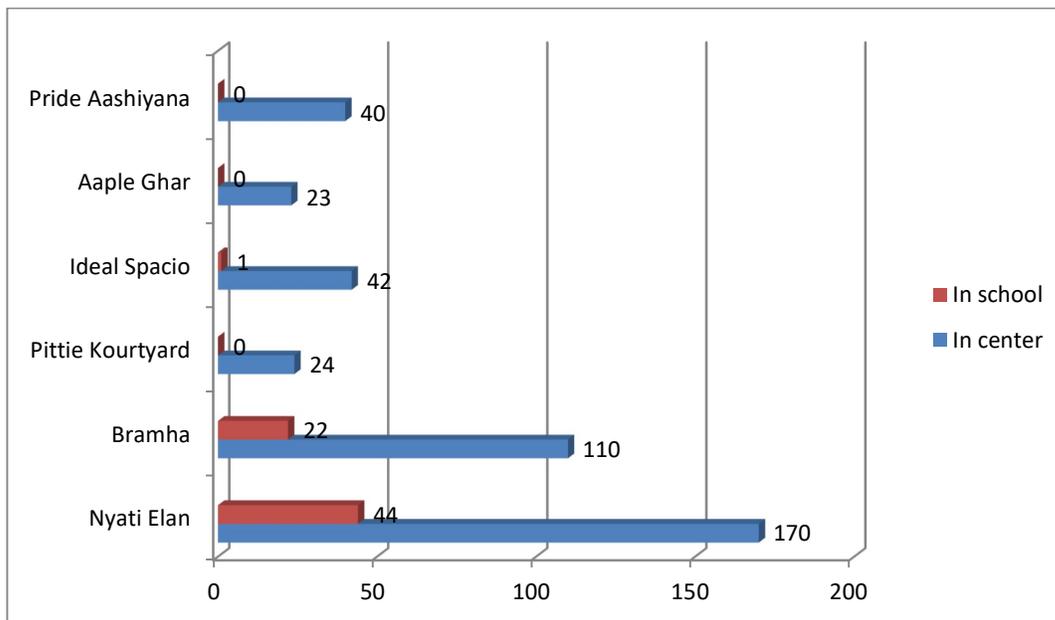
This activity is done on a fixed date every month for all centres. It is the assessment of children between the age of 0 to 3 years. All activities of the month for that age group of children are assessed. These activities include physical, cognitive and social development of the children.

1.4 Balwadi: Children in 4-6 age group category are covered in the balwadi section, a specific kindergarten syllabus is prepared on aspects according to their age, like colour and number identification, writing lines, understanding alphabets, nursery rhymes etc. a very crucial age group where children learn to read and write and which remains with a lasting impression.

1.5. Formal/Informal Education: Children of the schooling going age are covered in this i.e. 6-14 years. Children in this age group undergo a rigorous training of approximately 200 hours, where they learn dimensions of education, reading, writing and most importantly understanding subjects. Once the 200 hours bridge courses are completed, they are enrolled in the nearby public school for their formal education, however apart from being admitted in school the bridge course never stops and continues as it takes time for a child to come-up to the level of his/her standard as they are engrossed in their age appropriate classes. Children also continue to attend our center before or after school to complete their daily studies or any homework to be completed with the help of our teacher.

Children Enrolled in Formal School

SR.NO	SITE NAME	LOCATION	ENROLLED
1.	Nyati Elan	Wagholi	44
2.	Bramha Skycity	Dhanorie	22
3.	Pittie Kourtyard	Kharadi	0
4.	Ideal Spacio	Undri	1
5.	Aaple Ghar	Chakan	0
6.	Pride Aashiyana	Dhanorie	0



From the above chart indicated that few number of children are continuing in formal schooling, mainly due to migration nature, if we calculate approximate 30% children enrossed in formal school continue their education. (based of average number of children from all the center)

Syllabus:

Subjects	0 years to 3 years:	3 Years to 6 Years	6 Years & Above:
Language	<ul style="list-style-type: none"> • Nursery Rhymes • Prayers • Songs with clapping hands • Games for Motor Skills Development • Drawing . Repeating alphabets after the teacher . Poems . Alphabet recognition with the help of pictures . Identifying sounds of birds and animals . Writing practise 	<ul style="list-style-type: none"> • Introduction of alphabets (Marathi) • Basic/simple words reading & writing • Identify alternate words • Match the words • Preparing Small words • Write own name 	<ul style="list-style-type: none"> • Alphabets & joint words reading & writing. • Observe the pictures and answer the questions. • Identify the missing words • Songs/Poems and general information • Standing Line, Sleeping Line, circle, half circle, up & down. . Writing their own names . Story-telling and question-answer session
Mathematics	<ul style="list-style-type: none"> • 1 to 10 no's reading/ Counting . Identifying numbers with things . Repeating numbers after the teacher 	<ul style="list-style-type: none"> • 1 to 10 no's reading & writing • 1 to 20 no's reading & writing. • Draw pictures, counting them and writing. 	<ul style="list-style-type: none"> • 1 to 100 no's chart reading • 1 to 10 no's in ascending and descending order. • Match the no's • Identify the missing no's • Simple basic calculations. • Table 1 to 30.
English	<ul style="list-style-type: none"> • Poems with actions. 	<ul style="list-style-type: none"> • Alphabets reading & writing. • Writing no's in words 	<ul style="list-style-type: none"> • Alphabets speaking, reading & writing.

		and reading • Poems with actions.	• Write basic words, sentences. • Singing Poems with actions.
Science			• Objects introduction: smooth & rough objects. • Introduction about hard, floating objects. • Guided for environment cleanliness. • Body parts
Other		• Exercise • Art & Craft • National anthem • Personal hygiene, good habits.	• National anthem • Personal hygiene, good habits.

2. **Health:** General Health-Check-up and immunization was planned for the year under review, through the year we conducted 2 health-check-ups and immunization drive including pulse polio. All the health activities were conducted in partnership with the government run Primary Health Clinic of the respective areas. Apart from the regular check-up, we also conducted reproductive health involving pregnant women and lactating mothers, they were directed to the scheme for them under the government PHC where they were able to get benefits such as nutrition, medicines, delivery facilities etc.



During the Health-check-up we found that 40% children were malnourished, due to family history, irregular diet and lack of complete full meal a day. This is a matter of concern, which was taken up with govt. Departments like ICDS, but our efforts have not worked out as yet, they have agreed to provide the nutrition but with condition that we will have to collect it from their center, this means that we will need additional manpower only for collecting the food. The matter has been taken with the ministry of women and child welfare dept, and their reply is awaited. However this is a matter of advocacy with the government, which may take a considerable amount of time.



2.1 Good habits

In this activity the teachers conduct a thorough ear, nails, bath and teeth check-up of the children at the centres at the time of arrival at the centres. The teachers check the length of finger nails and toe nails of the children. They check whether the children have had their bath before coming to the centre. The teeth and ears of the children are also checked. All these are monitored every Monday by the teachers. All follow up observations are noted down in a Good Habits register at every centre.

3. Activities Conducted:





4. Celebration of days and Festival :

Republic Day

Sankrant

Women's Day

Ambedkar Jayanti

International Day Against Child Labour

Palki

Independence day

Janmashtami Diwali

5. Institutional Relations:

5.1 Volunteers visit:

During this quarter we had many volunteers visiting our centers and contributing in whatever way they can be it spending a day with children playing, drawing, art and craft sessions etc as per their capacities. Among the volunteers we have had regular from our corporate partner Piaggio vehicles Pvt limited, who were completely involved in the year under review conducting various activities like raising funds for stationeries, clothes collection drive etc in their company. Moreover they have been actively involved in changing the look of the center, by suggesting and designing of charts on flex with various topics, thus replacing the traditional paper charts, which does not last long. These flex charts are big in size and covers entire wall on the center, giving it a attractive look, rather than the old tin sheet which is now covered.



5.2 Nutrition:

Distribution of nutritious snack like cake, rajgira ladoo, seasonal fruits like grapes, oranges, etc along with a movie show was done every month by the volunteers every month in every center, children enjoy this days so much with movie and snack together that they forget completely about the studies and enjoy the day and keep asking for more of such activities, it's like children's day for them every month. Volunteers from Piaggio were completely involved in this activity and would participate every month by coming to the centers and distributing nutrition.



6. Parent Teacher Meeting:

Parent-Teacher Meetings are an essential part of the functions of the centres. It is important to involve the parents in a discussion about their children and about the centres as a whole. Conducting these meetings on a regular basis every month gives the parents a platform for discussing problems they may face to send their children to the centres. They are also able to express their views, opinions and suggestions about the activities of the centres. Above all, these meetings are important for the communication between the teachers and parents so as to help enable the relationship of trust and dependency between the parents and teachers.



Parent Teacher Meetings (PTMs) were carried out as per the planned, in these meetings discussions were held between teachers and parents on specific topics of discussion at every PTM. During these parent-teacher meetings the following was discussed with the parents. PTMs are conducted once in two month.

Topics: Social issues such as Child marriage, child sexual abuse

Under this topic various issues were discussed. The parents were given awareness about crucial issues:

6.1 Child marriages and the negative effects it will cause to the children. The children have the right to education and all other rights with which they can develop their knowledge and thrive successfully in society without the bonds of early marriages that cause various uncontrollable damages to the lives of the children. Such superstitious or stereotypical societal beliefs lead to destruction of the child's self esteem and cause a hindrance to the overall development of the child.

6.2 Child sexual abuse is another form of harming children against their wish, in most cases a child does not realize when he/she is sexually abused this is because it usually happens that it is a family member, a close relative or a visitor who sexually misuses a child or touches a child in an inappropriate manner, and the child is conditioned to accept simple gestures from these people. Therefore, the child when uncomfortable with such actions, becomes quiet and begins to fear mentioning to his/her parents, for various reasons. One of the reasons they may fear complaining to the parents is because they might not believe the child due to the fact that these people are people they recognize and are considered trustworthy. Thus, they might be shouted at or beaten up because of this.



7. Teachers' Training/Meeting

A teachers training was conducted on 2nd November 2016, the aim of this training was to introduce new concepts to the teachers such as Value Education and Life Skills. This training session concentrated mainly on sessions based on Value Education, the following are the main topics covered under Value Education:

- Value of time
- Hard work
- Sensitivity
- All religions are important
- Neatness and good habits
- Superstitions
- Courtesy and respect for others
- Gender equality

Life Skills:

- Communication
- Self awareness – esteem, confidence, respect

As an introductory activity all the staff were made to introduce their names prefixing a word that describes their personality, for e.g, “Sensitive XYZ”.

To facilitate the training session two games and group activities were played to bring in the concepts in the training session. One of the games was for each staff to write down their own strengths and weaknesses, to enable them to self assess themselves.

Another activity done was for two people to enact a scene based on which the rest of the staff have to guess the concept and later discuss the same.

One more activity was done with all the staff where they were divided into two groups namely, ‘feminine duties’ and ‘masculine duties’. Here the staff were made to discuss in their respective groups about the various ideas that emerge from both the concepts, and then to present them in front of everyone to raise an effective discussion.

8. Challenges

One of the challenges at the construction sites is that the children speak in various languages and the teachers at each of the centres have to adjust and co-operate in order to help the education of the children. Migration is another issue as children move with their parents from site to site depending on their skills and work available as they are recruited by the contractors and not by builders directly. Parents avoid attending PTM due to their work schedules, their excuse is that the contractor would deduct their wages if they are late for work.



9. Achievements

All plans planned and implemented for the construction site centres were followed systematically at the centres. Approximately 10% children have been mainstreamed into formal schooling with regular provision of transportation. We have noticed increase in participation of children over the months due to increased educational, extracurricular and volunteer activities which are being conducted at centers with a different view point. The flex chart has been a very popular among children as its big, wide and easily readable from far, children could see it from front or from far, they are enjoying by looking, reading or touching these charts.

10. Financials:

Summary of Expenses OEPMC	
Funds Received till date 31.3.2017	830,859.00
bank intres as on 31.3.2017	4,597.00
total	835,456.00
Expenses till date 31.3.2017	749,211.00
Balance Funds available	86,245.00
cash in hand	3,964.00
Funds Utilised %	89%

New Vision-Rainbow Homes

Annual Report Summary 2016-2017

New Vision Rainbow Homes is a collaboration between Association for Rural and Urban Needy (ARUN) and New Vision, started in January 2016, this year we complete done year of our home. The Rainbow Home program secures the basic rights of the girl child through guaranteed education, nutrition, clothing, health care, recreation, love and support to ensure their reintegration into mainstream Indian society. The girls are enrolled in regular school programs and age appropriate classes, usually after a short period of remedial teaching as well as by a wide volunteer base and buddy programmes with children/students in more privileged schools. New Vision Rainbow homes was being run from a rented place since its inception till November 2016 for 11 months, In November we shifted to our new building given by the Pune Municipal Corporation in a functional government school called Barne Vidlaya in Mangalwar Peth.



After shifting to the new building which was bigger and better number of children in the home also increased, by the end of year under review we had almost 30 children in the home. We were given 4 rooms out of which one room was converted into kitchen and the remaining 3 for living.

Education:

Children were admitted to the nearby govt. School, while the younger children were admitted in english médium school being run from the same premises as our home. Bridge courses and support classes were started with appointment of specialised tutor, as a result of which children started performing well in school and exams. All children cleared their exams with good marks, while three girls topped their respective class.



Health and Nutrition:



Health and Nutrition was taken care of as planned, Nutrition chart prepared by home staff and children was followed everyday. In the year under review, we conducted ENT check up, Gynac Check up and some tests such as Blood, HB & HIV including Blood Group. Dewarming & vaccination (polio) for the girls who are under the age of 5 years. During

the general health checkup we have given some special treatment as advised by the doctor such as anemic condition, underweight, 2D eco, skin treatment etc.

Other Activities:

Various other activities were conducted for children for their development which included Life Skill, Art and Craft, Hair styling, Mehandi, rangoli, etc. Apart from these we also celebrated international days and festivals.



This year we also emphasised more on sports, we enrolled six of our girls joined Karate, the karate classes was offered free of cost by the trainer only to our girls, as the karate class is being



conducted in our premises since long time. All the six girls have received yellow belt.



Child Participation:

Balsabha was conducted everyday where children discuss issues related to home, school or any other social issues, we had also made children's club, children's committee in home like sisters committee, health committee, food committee, green club etc.



Success Story: SavitrSavitri was referred to us by one NGO, she came with her mother to see the home, but when we saw her she was completely pale and very weak, without wasting a moment and even without admitting her to home, we first took her to hospital for treatment, the doctors immediately referred some tests after which they admitted her immediately. She was diagnosed with severe anemic, malnourishment, her blood palette counts also went very low, three days she was kept in hospital and was treated accordingly. After discharge we requested her mother to stay with her in our home for few days, which she did, her staying helped her recover faster and also helped us in home, her medication and diet was taken care of properly and in 2 weeks Savitri was fit, fine and healthy and going to school along with all children. Savitri is not only healthy but she is also a very

intelligent child and scores well in her studies, she helps everybody and also helps house mothers in kitchen sometimes, and one of the most important things is her Smile, she is always smiling and very cheerful child. Savitri's mother was also jobless so she was offered house mother's job in Shivajinagar Home, today both Mother and daughter are happy in Rainbow Homes.